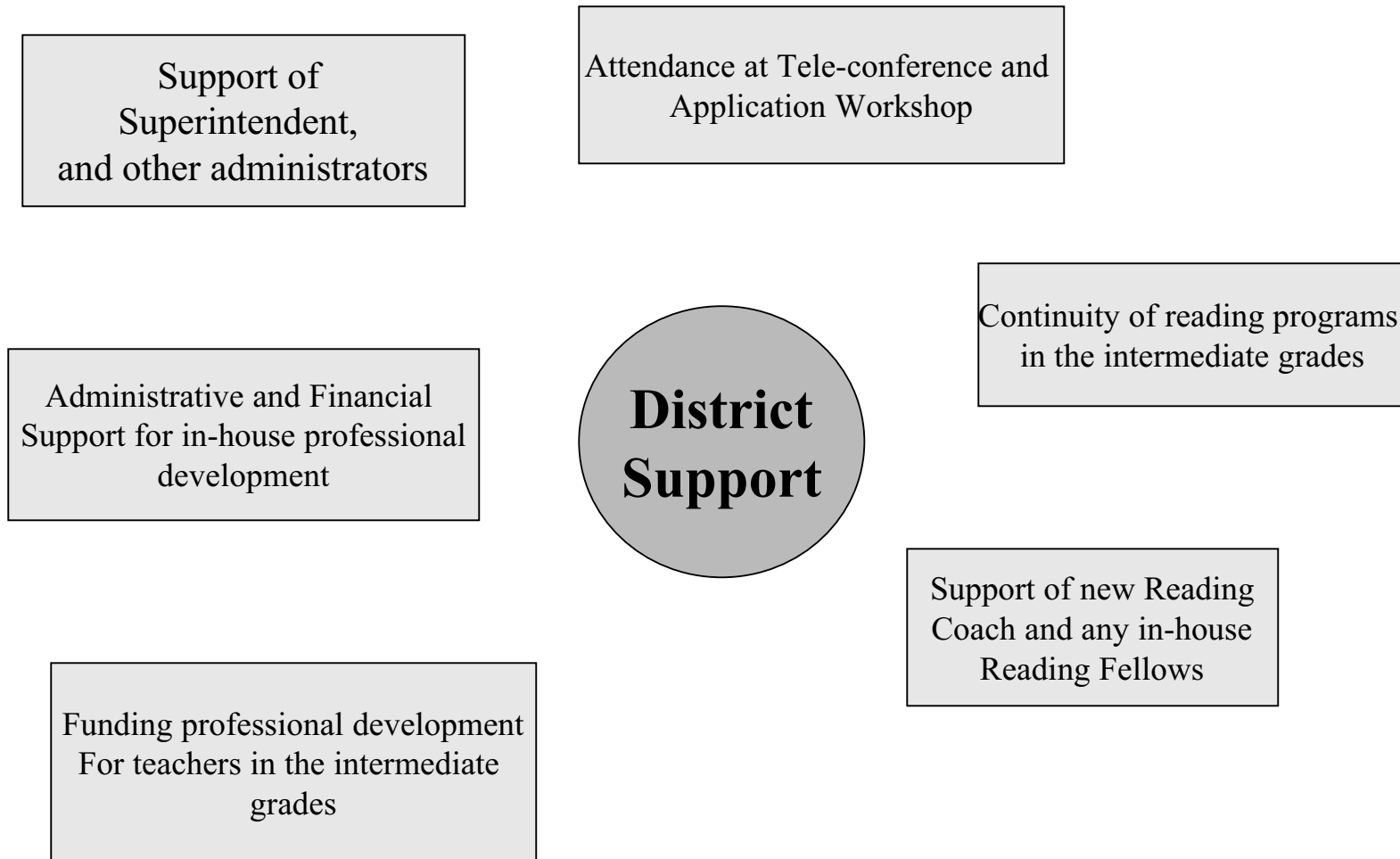


Montana's Reading Excellence Act

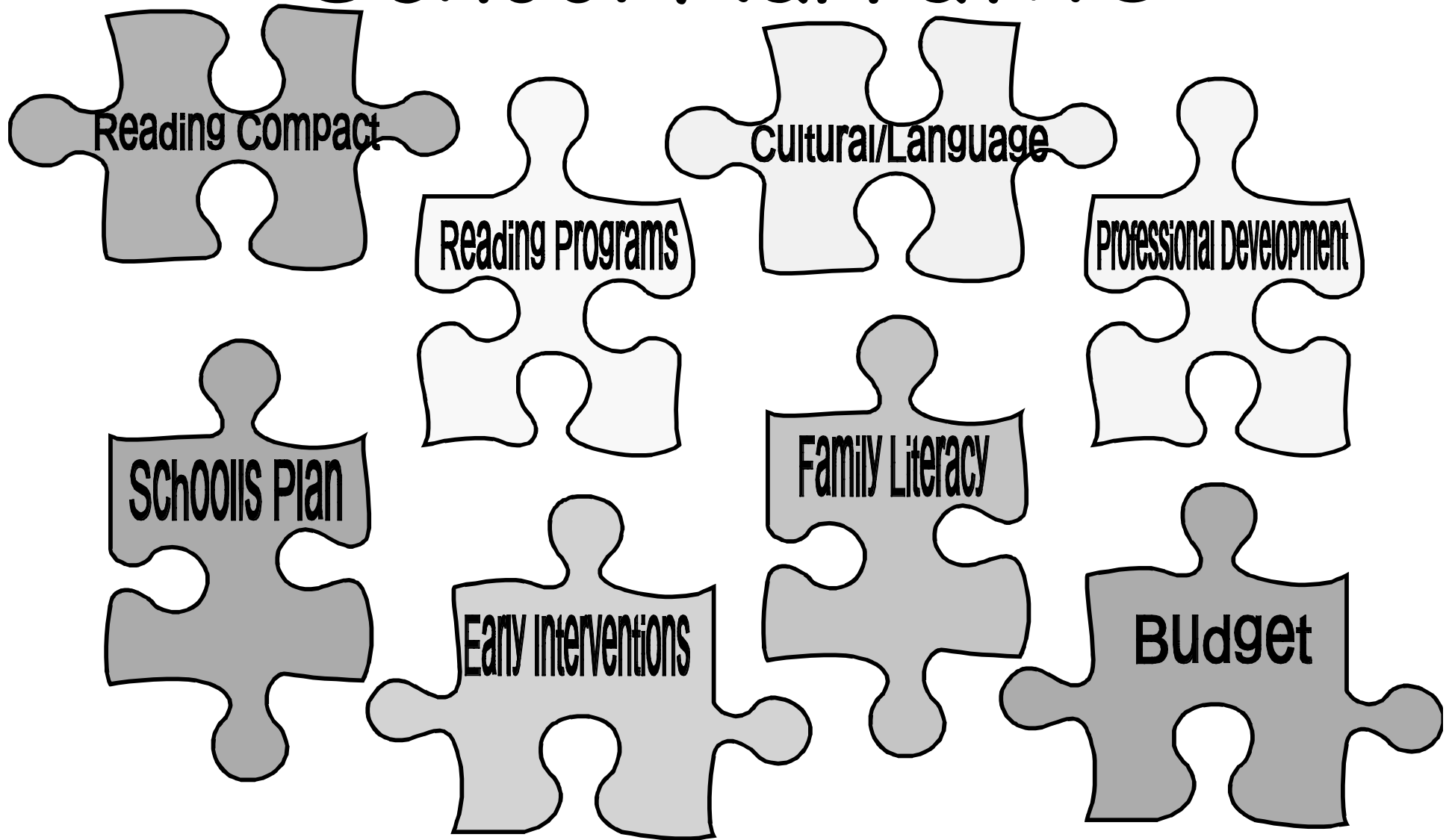
Requirements

- Reading Coach
- Administrative Support
- Professional Development
(Summer Institutes 2002 & 2003, School site professional development, External technical assistance provider, Coursework for teachers)
- Assessment

District Support



School Narrative



Needs Assessment

Student Assessments

The state 4th grade assessments show our students reading in the 20th percentile, therefore indicating a need for improved explicit systematic instruction in grades K-3.

Our school needs a phonemic awareness assessment to help our staff develop appropriate instruction based on SBRR.

Our teachers have a variety of assessments that are difficult to interpret when passed from one teacher to another. Our school needs to have uniform assessments based on SBRR so the entire staff is able to assess and interpret the results for each student.

Staff Interest Surveys

Staff Interest Surveys

Strengths

- Our school has 3 teachers that have their master's degrees in the area of reading.
- 10 out of 14, K-3 teachers, are extremely interested in learning more about phonemic awareness.
- A reading curriculum committee that has aligned our district standards to the state standards.

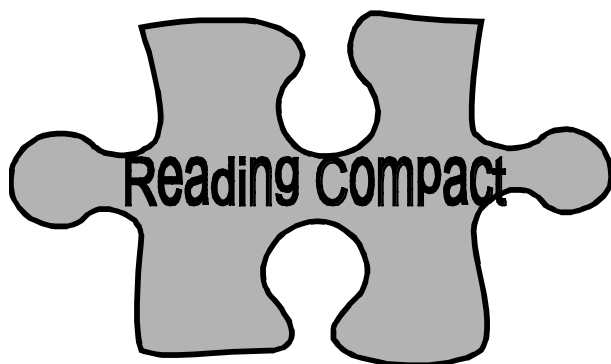
Weaknesses

- Four out of five first grade teachers have little knowledge in the area of phonics.
- 10 out of 14, K-3 teachers, show little interest in learning more about Vocabulary

Our school will utilize our teachers with master's degrees by having them work directly with the Reading Coach in mentoring the teachers who have little knowledge in the six dimensions of reading.

Our school has six teachers who show little interest in learning more. Our school will work with the Reading Coach and the Montana REA coordinator in securing motivating speakers (Summer Institute) to address the six dimensions of reading. Our Reading Coach will continue to discuss, motivate, and inform these teachers of the importance of SBRR by meeting with them once a week.





Parents

Parents will be informed of all assessment results. Parents will also be invited to attend monthly trainings where they will learn how to assist their children at home with appropriate learning activities. Parents will also be included in the planning of any interventions for their child.

Staff

All staff members that directly work with students in grades K-3 are committed to supporting this application.

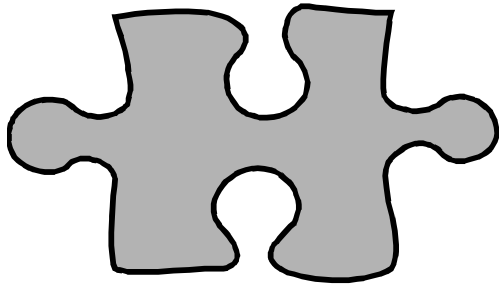
Teachers will provide 90 minutes a day, everyday, of reading instruction.

Students

All students in grades K-3 will be involved in SBRR instruction for 90 minutes a day even on days that contain assemblies and field trips.

All students will check out library books once a week to share at home with their families. Appropriate activities will accompany these books.

100% of our staff signed the staff commitment form.



Reading Coach

Functions as coordinator and trainer.

Grade Level Team

Will meet twice a month to assess, evaluate, and plan.

Kindergarten Teacher, 1st grade teacher, 2nd grade teacher, 3rd grade teacher, support staff teacher, intermediate grade teachers.

Grade Levels

Kindergarten Teachers

First Grade Teachers

Second Grade Teachers

Third Grade Teachers

Support Staff

Administrative Support

Will meet monthly with Grade Level teams and Reading coach to asses, evaluate, and plan.

Will meet monthly with Grade Level teams and Reading coach to asses, evaluate, and plan.



Core

Programs and materials designed to enable 80% or more of students to reach benchmarks.

Supplemental

Programs that support the learners who do not benefit from your core program. Programs and materials are designed to address specific skills in the six dimensions of reading such as phonemic awareness or fluency.

Current Core Reading Program

The core reading programs currently in use for K-3, are _____. Supplementary programs being used include _____, _____, and _____ (Accelerated Reader, Supplementary Reading Materials, Independent Silent Reading, class/group set of trade books).

The strength of our reading program is in the variety. We offer a variety of supplemental programs to reach a variety of students. The weakness of our program is the lack of alignment with SBRR. We need to make sure our programs are aligned with scientifically based reading research, and that our program covers the six dimensions of reading.

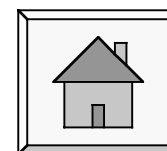
**Demonstrate your
knowledge
about the
research**

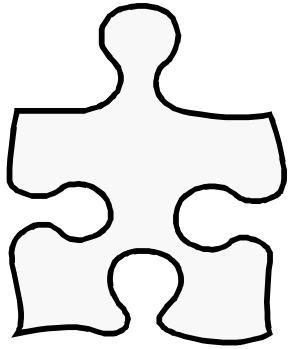


Current Core Reading Program Charts

Core Reading Program	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comp.	Motivat
?????	1, 2, 3,	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13,	1, 2, 3, 4, 5,	1, 2, 3, 4, 5, 6,	1, 2, 4, 5, 6,	1

After reviewing our current core reading program, we realize our current program is weak in several areas, especially phonemic awareness and fluency.





After reviewing our charts, our current core reading program will not be adequate. It does not sufficiently cover the six dimensions of reading. Especially weak is the area of phonemic awareness and fluency. Therefore we have decided to go with the current _____ reading program. It covers all areas of phonemic awareness, phonics, fluency, vocabulary, comprehension, and motivation. It is also one of the programs that is on the approved core reading program list.

Explain Each of the Six Dimensions

Phonemic Awareness: Even though our current program focuses on initial, final and medial sounds, the sounds are not introduced appropriately. In addition, instructional sessions for practice are inconsistent and sporadic instead of brief daily and consistent as stated in the SBRR.

In addition to _____, we will also purchase supplemental programs for students who continue to struggle even after _____ Instruction. According to SBRR the supplemental program, _____ adds additional letter-sound correspondence instruction to phonological awareness interventions after children demonstrate early phonemic awareness. We believe this program is important because a majority of our students come to school with a very basic sense of phonemic awareness so when they start to identify sounds with letters they often get frustrated and fall behind. This program will increase the chance for struggling students to keep on track with their peers.

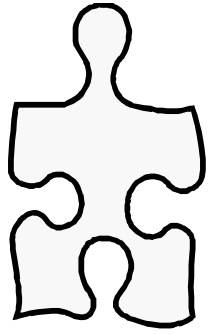
Phonics:

Fluency:

Comprehension:

Vocabulary:

Motivation: To increase motivation, fourth graders will go to first grade classrooms as “Buddy Readers” on a weekly basis to read to them and to listen to them read a decodable or trade book at their reading level. We will need to purchase books for classroom libraries.

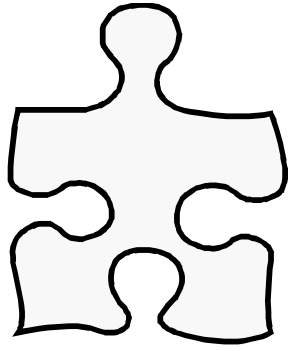


**(REA's
definition
of reading)**

Steps to Ensure Programs

*When evaluating programs, our staff will use the Montana's REA Program Resource Booklet to ensure our selected program is aligned with SBRR.

A team consisting of the Reading Coach, an administrator, support staff, and grade level teachers will evaluate potential reading programs.



Criteria

1-Master's Degree in the area of reading.

2-Extensive knowledge in the area of reading demonstrated by classes, in-services, workshops, etc.

3-Ability to relate well and work well with staff members.

Reading Coach

The Reading Coach will meet with grade level teams of teachers as they design their schedule, grouping, and reading program implementation.

The Reading Coach will attend the Summer Institutes with staff members and later provide on-site training for staff members who were unable to attend.

The Reading Coach will offer to demonstrate teaching techniques and strategies recommended by the reading program, will free teachers to observe/peer coach each other by taking their classes, and will monitor the progress of students with the teachers.

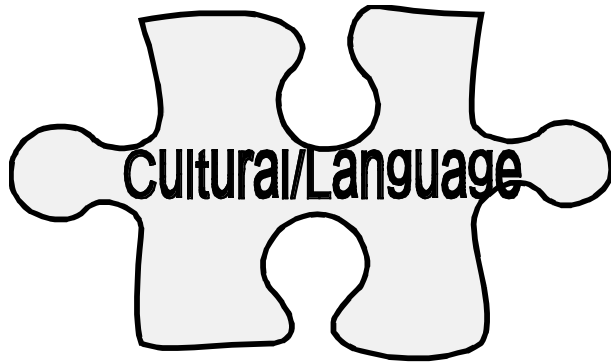
The Reading Coach will arrange for professional development as needed.

The Reading Coach will provide ongoing feedback/evaluation to staff members regarding the effectiveness of the new reading program.

Travel and Training

Montana REA funds will cover the cost of travel for our Reading Coach.

The Reading Coach will notify the staff of travel dates and organize in-house professional development around those dates.

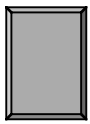


In the classroom
Before/After school
Summer School

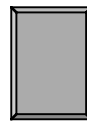
Support Resources

Tribal leaders, Montana-Wyoming Indian
Education Association, tribal colleges,
university based Native American Studies

Materials

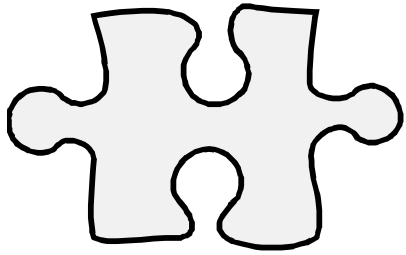


Strategies



Interventions





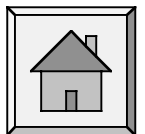
Materials

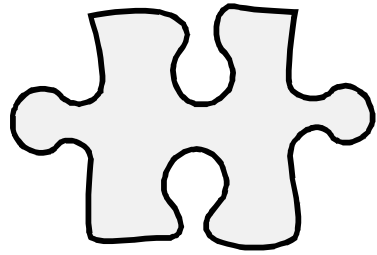
Support Resources

- Staff and Supporting Resources committee consisting of, _____, _____, _____ will be included in all decisions regarding the adoption of reading program(s).

Contracted Services

- Professionals in cultural and language components will evaluate potential materials for appropriateness.





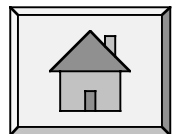
Strategies and Interventions

Support Resources

•Staff and Supporting Resources committee consisting of, _____, _____, _____ will be included in all decisions regarding the appropriateness and effectiveness of strategies and interventions.

Contracted Services

- Professionals in cultural and language components will instruct all staff on appropriate strategies and interventions involving the teaching of the six dimensions of reading.
- Supporting Resources and parents will also be invited to attend.



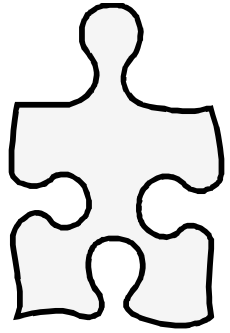


“In the last 10 years there’s been a lot of research done about what makes a difference for student achievement, and it’s now clear that the single most important determinant of what students learn is what their teacher know.” -Linda Darling-Hammond, Stanford University.

Reading activities such as seminars or workshops are selected by staff members who then apply for funding from the building staff committee, and very rarely is there any extension of these workshops to additional staff members. Opportunities for professional development in settings where children are present are very limited. Teacher mentoring consists of helping new teachers how to figure out book orders and field trip permission slips.

Survey Says..

- ☐ Little Knowledge in Phonics
- ☐ Little Interest in Comprehension



Systematic Phonics Instruction for Staff

* Contracted Services

- Bring in professionals (University staff, core program facilitators, reading fellows) to instruct staff.

* Teacher/Student Teams

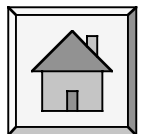
- Teachers learn new skills and practice with small groups of struggling readers while being observed by the Reading Coach who offers reinforcement and feedback.

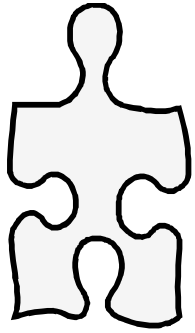
* Reading Coach Facilitates Study Groups

- Making Program Decisions
- Base educational decisions on evidence, not ideology
- Promote adoption of programs based on what works

* Summer Institute

Beginning training for all staff K-3, in the areas of the six dimensions of reading, will be provided by the Summer Institutes, and the Reading Coach.





Comprehension ...Charge!!!

* Contracted Services

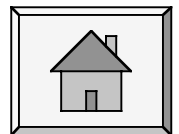
- Choose a dynamic speaker who has a well established track record for public speaking and content
- Know your audience and match the speaker

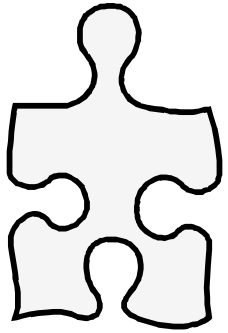
* Collaboration with Colleagues

- The Reading Coach mentors individual or small groups of teachers
- The Reading Coach organizes collaboration with an expert teacher

* Reading Coach Facilitates Study Groups

- Making Program Decisions
- Base educational decisions on evidence, not ideology
- Promote adoption of programs based on what works

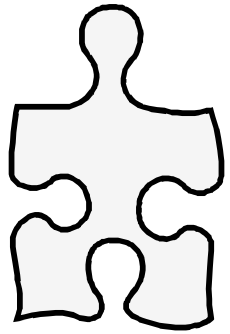




Beginning training in the areas of phonemic awareness, phonics, fluency, vocabulary, comprehension and the development of motivation will be provided by the Summer Institutes.

Ongoing professional development for staff in grades K-3, in settings where children are instructed, will be organized by the Reading Coach who will facilitate the demonstration of effective lessons, techniques, and strategies, either by the coach, peer teachers, or Reading Fellows.

The Reading Coach will facilitate a study group for grade level teachers. The group will focus on a topic of high interest (from the teacher survey) that is based on SBRR.



Professional Development Programs

Our school will evaluate the professional development programs being considered for use at our site by referring to the reading research done by the National Panel, which we have in both a full volume and an abridged version.

Also, our Reading Coach, Reading Fellows, and the Montana REA coordinator will be used as advisors in selecting on-site professional development programs.

A representative from each of the K-3 grade levels will form a team to assist the Reading Coach in selecting the most appropriate and beneficial professional development programs. In addition, a fourth, fifth, and sixth grade teacher will also be on the team in order to insure continuation of the program and the maximization of student learning.

The team will meet monthly (after the Reading Coach's training sessions).

Decisions about professional development programs, beyond Summer Institutes and other scheduled workshops, will be made before school starts (Fall 2002).



Current School Improvement Goals

Professional Development: To develop a mentoring program for new teachers/staff.

Reading:

Plan, Contribute, and Sustain

Professional Development: With the use of Montana's REA funds our school will further develop a mentoring program which includes the components of the SBRR program.

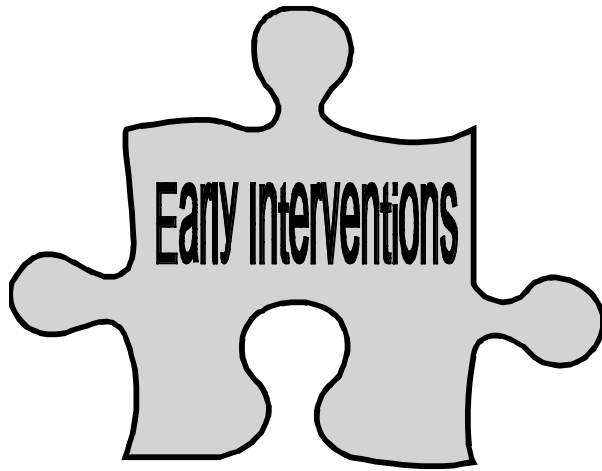
Reading:

Ensure program aligns

- Professional development in reading will be the focus for the year.
- Additional funding from _____ will increase professional development in the area of reading.

State Standards/Reading Program

- Table showing alignment of standards and chosen reading programs.



Intentional Strategies

Teachers and parents, with the consultation of administrators and specialists, will work together to identify children not demonstrating readiness for first grade.

Teachers with special endorsements or skills (Special Ed, Title 1) will be matched with students exhibiting special needs.

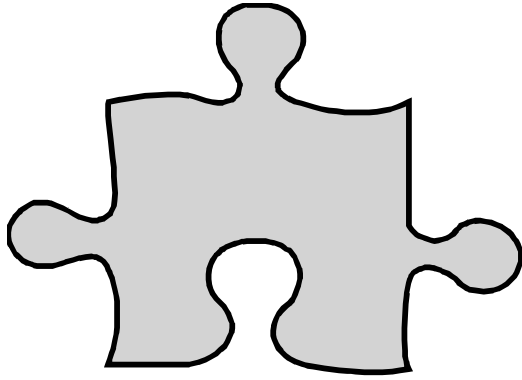
As soon as possible teacher will notify parents and /or parents will be encouraged to notify teachers about students experiencing difficulties. Teachers will meet with parents to discuss interventions, which might include learning activities at home.

Teachers will monitor/assess students systematically as they proceed through the kindergarten reading program.

More school time will be devoted to teaching reading; 90 minutes a day.

The new reading program will improve the overall quality of instruction, the individualized tracking of progress, and the delivery of appropriately-leveled instruction, which are all critical for struggling (at-risk) students.

The Reading Coach will give special attention to early intervention and the improvement of learning opportunities for this special group of students, knowing that the earlier the intervention, the better the result. The Reading Coach will meet with grade level teachers once a month to discuss continual interventions for struggling readers.



Coordination With Special Education

Benefits

Teachers will be better equipped and trained to do interventions within the classroom setting, rather than relying on pull-out support in all cases.

Consistent assessments will be done regularly to better track progress and identify students earlier for interventions.

Improved materials, extended reading instruction time, extra “doses” of instruction, will all contribute to more success and greater learning by our qualified Special Education students.



Community-Based Organizations

Current literacy services provided for our students include:

Plans for providing high quality family literacy services include the following organizations::

Public Library-

Local Health care professionals-

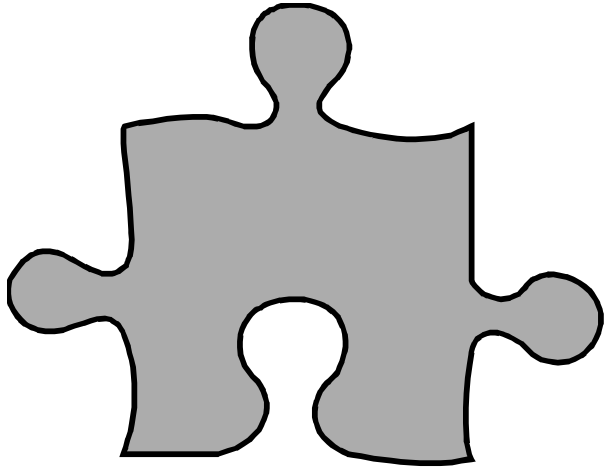
Adult Education Classes-Our adult education classes will be extended to include appropriate reading activities for parents to learn and do at home with their children.

The Reading Coach will work with those in our community who provide daycare and preschool services for young children, offering them training and materials to better prepare the children for kindergarten and help their families do the same.



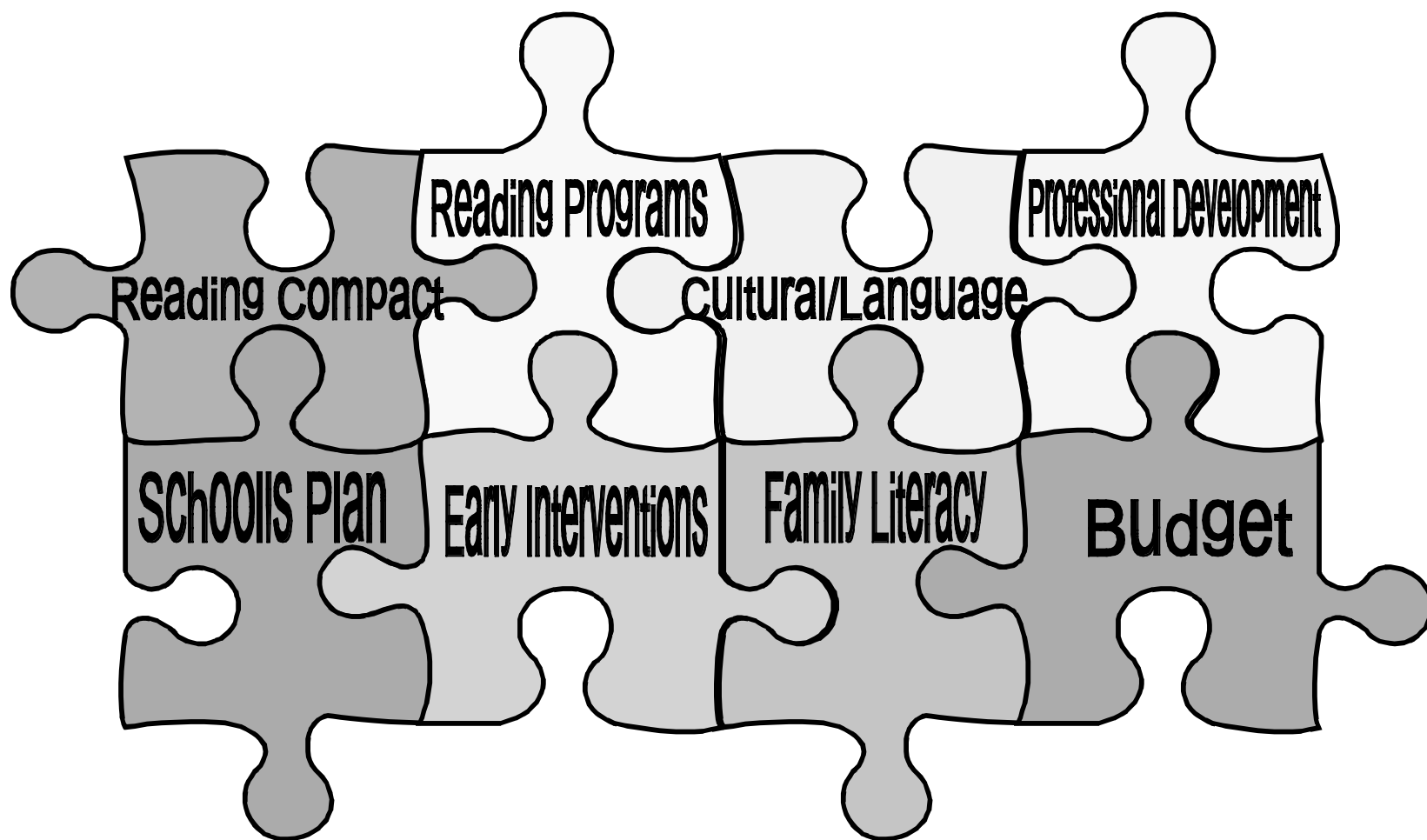
District Budget

- Scoring: 20 points
- Page 8
- Part A: Proposed Expenditures by schools over the two project periods (Worksheet-pg 9).
- Part B: Narrative/Justification for expenditures-rationale for amount of fund



District Budget

- Page 10: same as all other federal programs
- Salaries
- Operating Expenses
- Equipment-\$5,000 per item
- Indirect (approved rate) &/or
Administration 5%



Reading Compact

Reading Programs

Professional Development

Cultural/Language

Schools Plan

Early Interventions

Family Literacy

Budget